

## ESA Region 5 Work Plan, Project ENRICH

**Goal:** Create a system for coordinating and enriching the professional development of school personnel, early intervention providers, mentors, volunteers, parents and others connected with the life and learning of children and young adults with disabilities

**Correlate:** A, B, C

**Action:** 1) Local needs assessment

**Expected Change/"Guskey Level of Impact":** Increased awareness of needs/Level 1: Reaction, Level 2: Learning

Audience / Participants	Event or Activity	Person(s) Responsible	Resources	Budget	Timeline	Evaluation Formative/Summative
All schools- Superintendents, sped. Directors, principals, others as selected by schools	<ul style="list-style-type: none"> <li>- Visit schools and interview/discuss district needs</li> <li>- Return a copy of notes to schools</li> <li>- Request additional feedback and program ideas</li> </ul>	Erik Person- ENRICH Director, ESA 5  Judy Delzer- ENRICH Facilitator, ESA 5	<ul style="list-style-type: none"> <li>- CSPD Teacher Training Needs Assessment</li> <li>- Needs Assessment follow-up questionnaire developed by E. Person</li> </ul>	Travel at state rates	Initial contacts made by 10-01-04  Visits completed by 10-15-04  Notes and comments returned to schools within five working days of each visit	ENRICH Director's notes
						Feedback from schools  Checklist of school visits completed  ESA 5 Documentation Form

**Goal:** Create a system for coordinating and enriching the professional development of school personnel, early intervention providers, mentors, volunteers, parents and others connected with the life and learning of children and young adults with disabilities

**Correlate:** A, B, C

**Action:** 2) Develop ENRICH Program bank for available services supported by ENRICH resources and staff

**Expected Change/"Guskey Level of Impact":** Districts and agencies can begin evaluating options/Level 2: Learning

Audience / Participants	Event or Activity	Person(s) Responsible	Resources	Budget	Timeline	Evaluation Formative/Summative
All schools	<ul style="list-style-type: none"> <li>- Research available materials and presenters</li> <li>- Visit schools to present or bring school reps. To a central location to present</li> <li>- Compile program bank based on local needs, regional trends, and availability of resources</li> </ul>	Erik Person  Judy Delzer	School feedback  Follow-up needs assessment  State and Fed. recommended programs  Local Universities  Peer networking MCREL, What works Clearinghouse, NSDC, ASCD, South Dakota PD, PBIS, others		Program Bank completed by Nov. 22, 2004  Presented to schools by Dec. 3	Feedback from schools
						Requests for services delineated in content of program bank

**Goal:** Increase meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children with disabilities.

**Correlate:** C, D, E

**Action:** 3) Develop and maintain ENRICH web site to assist in communicating availability of services

**Expected Change/"Guskey Level of Impact":** Collaborative dialogue continues, districts and agencies can request services, individuals can access resources/Level 1: Reaction, Level 2: Learning, Level 3: Application

Audience / Participants	Event or Activity	Person(s) Responsible	Resources	Budget	Timeline	Evaluation Formative/Summative
All schools  Individual teachers in ESA 5  Administrators in ESA 5  Parents	<ul style="list-style-type: none"> <li>- Design web site to include ENRICH program bank, list of resources, and list of self select professional development opportunities for indiv. Teachers (not funded or supported by ENRICH)</li> <li>- Work with consultant on maintenance of website</li> <li>- Opportunity for parents to be trained on applicable technology</li> </ul>	Erik Person  Judy Delzer	Microsoft Front Page or similar program  ENRICH Program Bank  Peer reviewed journals, university and professional websites	Consultant fees  Web server fees  Software expenditures	Website to be online by Dec. 3  Maintenance ongoing	Feedback from schools  Participation and "hits" on the website
						Check list of required components

**Goal:** Improve the learning opportunities and achievement of children with disabilities

**Correlate:** A, B, C, D

**Action:** 4) Respond to requests for services and schedule events in regional format as much as possible

**Expected Change/"Guskey Level of Impact":** Staff development linked to student achievement, long-range goals created and realized, collaborative networks established/Level 1: Reaction, Level 2: Learning, Level 3: Application

Audience / Participants	Event or Activity	Person(s) Responsible	Resources	Budget	Timeline	Evaluation Formative/Summative
School districts selecting ENRICH Services  Parents	<ul style="list-style-type: none"> <li>- Scheduling workshop and in-service events as requested, holding in regional locations when possible</li> <li>- Develop plan for sustainability and follow-up of any prof. dev. event from ENRICH program bank prior to scheduling of initial event, workshop, or seminar</li> <li>- Coordinate efforts with ESA staff and align goals with needs driven by district data</li> <li>- Monetary assistance for paraprofessionals</li> </ul>	<p>Erik Person through collaboration with school personnel and presenters</p> <p>ESA staff- Judy Delzer, Joe Lenz, Marilyn Schlekeway</p>	<p>Higher ed. partners</p> <p>MCREL, What works Clearinghouse, NSDC, ASCD, South Dakota PD, PBIS, others</p> <p>Data from NCLB report card and ESA data retreats</p>	<p>Consultant fees and expenses</p> <p>Materials</p> <p>Program costs</p>	<p>Responsive to needs</p> <p>Programs will be in place for kick-off in January of 2005</p> <p>Scheduling of events and programs may begin as early as December of 2004</p> <p>Programs begin with a single event, but include activities, reflection, and implementation of strategies throughout the spring of 2005 and into 05-06 school year</p> <p>Min. 1-3 year commitment</p> <p>Coordination with ESA staff ongoing throughout project.</p>	<p>Feedback from schools</p> <p>Teacher collaboration</p> <p>Student achievement scores</p> <p>Portfolio-based assessment for credit</p> <p>Integration into school improvement plans</p> <p>Grading mechanisms from higher ed. partners when programs are taken for credit</p> <p>Dakota Step Results</p> <p>ESA 5 Documentation Form</p>

<b>Goal:</b> Increase meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children with disabilities.						
<b>Correlate:</b> C, D						
<b>Action:</b> 5) Form advisory team and utilize its vision and expertise to guide ENRICH activities						
<b>Expected Change/"Guskey Level of Impact":</b> Systemic changes realized, collaborative networks formed, system effectiveness analyzed/Level 4: Impact, Level 5: Return on Investment						
<b>Audience / Participants</b>	<b>Event or Activity</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Budget</b>	<b>Timeline</b>	<b>Evaluation Formative/Summative</b>
All ESA 5 schools  Parents  Service agencies	<ul style="list-style-type: none"> <li>- Invite school and community members from around the region to be a part of advisory team</li> <li>- Meet with advisory team quarterly or bi-quarterly to help shape vision and focus for project</li> <li>- Maintain frequent electronic communications</li> </ul>	Erik Person	Team members recommended by school districts and other agencies	Travel to and from meetings for ENRICH staff  Meals for luncheon meetings	Invitations sent out week of Sept. 20-24  Response from participants by 9-27-04  Hold first meeting on Oct. 13, 2004	Recommendations from advisory team on program content and structure
						ESA 5 Documentation Form

<b>Goal:</b> Improve the learning opportunities and achievement of children with disabilities						
<b>Correlate:</b> C						
<b>Action:</b> 6) Create ENRICH brochure to reflect much of what appears on ENRICH website, especially "point to" items						
<b>Expected Change/"Guskey Level of Impact":</b> Greater openness and dialogue about instructional issues realized/Level 1: Reaction, Level 2: Learning, Level 3: Application						
<b>Audience / Participants</b>	<b>Event or Activity</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Budget</b>	<b>Timeline</b>	<b>Evaluation Formative/Summative</b>
Administrators of all schools  Individual teachers  B-3 parents, agencies, etc.	<ul style="list-style-type: none"> <li>- Compile list of resources and write brief descriptions of each</li> <li>- print brochures</li> </ul>	Erik Person  Judy Delzer	Peer collaboration  Professional websites  Professional journals	Printing costs	April 05- decision involving brochures  Update annually in July	
						ESA 5 Documentation Form

**Goal:** Increase meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children.

**Correlate:** D, E

**Action:** 7) Coordinate communication and follow up for B-3 staff and schools regarding primary service provider model.

**Expected Change/"Guskey Level of Impact":** Broader adoption of Primary Service Provider Model, Improved efficiency in delivery of services/ Level 3: Application, Level 4: Impact

Audience / Participants	Event or Activity	Person(s) Responsible	Resources	Budget	Timeline	Evaluation Formative/ Summative
ESA 5 B-3 personnel  Service agencies within ESA 5	- Coordinate communications/follow up based upon Primary Service Provider Model  - Disseminate information from Part C staff from Department of Education	Erik Person  ESA 5 B-3 personnel	Peer networking  Professional contacts	Travel	January 20-21, 2005 and ongoing	Participant feedback
						ESA 5 Documentation Form

**Goal:** Increase meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children with disabilities.

**Correlate:** D, E

**Action:** 8) Explore collaborative partnerships with higher education institutions

**Expected Change/Guskey "Level of Impact":** Greater buy-in of staff members involved, increased application and follow-up, better quality analysis and action research/Level 3: Application, Level 4: Impact

Audience / Participants	Event or Activity	Person(s) Responsible	Resources	Budget	Timeline	Evaluation Formative/Summative
Administration and staff from higher ed. inst.  Local administrators and staff	<ul style="list-style-type: none"> <li>- meet to discuss ENRICH goals and possibility of shared interest</li> <li>- Explore available programs and evaluate appropriate level of collaboration</li> <li>- Assess interest of districts, agencies and educators in the region</li> </ul>	Erik Person	Peer networking  Professional contacts	Travel	Initial meetings completed by Dec. 1, 2004  Evaluation of feasibility conducted by Jan. 1  Assessment of interest ongoing  Collaborative network in place by March 05  Utilization of programs and services by summer 05 and ongoing throughout	Participant feedback
						ESA 5 Documentation Form



**Goal:** Improve the learning opportunities and achievement of children with disabilities

**Correlate:** A, B, C, E

**Action:** 9) Implement action research strategies for evaluation of programs

**Expected Change/Guskey "Level of Impact":** Increased program responsiveness to student achievement/Level 3: Application, Level 4: Impact, Level 5: Return on Investment

Audience / Participants	Event or Activity	Person(s) Responsible	Resources	Budget	Timeline	Evaluation Formative/Summative
Staff and personnel involved in training opportunities	<ul style="list-style-type: none"> <li>- Work with collaborative partners on action research methods</li> <li>- Incorporate action research methods into classroom instruction and planning</li> <li>- Collaborate/share data on implementation of instructional strategies</li> <li>- Expand use of effective strategies</li> <li>- Discontinue ineffective instructional strategies</li> </ul>	Erik Person Judy Delzer ESA Staff Collaborative partners School administrators	Professional consultants Higher ed. partners Peer networking MCREL, What works Clearinghouse, NSDC, ASCD, South Dakota PD, PBIS, others Professional Journals Professional websites	Consultant fees Travel Subscriptions to professional resources- online and print	Plan developed prior to scheduling of initial events Action sustained throughout program life, 1-3 years min. Analysis at regular intervals, at least quarterly Collaborative and peer interaction ongoing, at least monthly	Action research tools (portfolios, surveys, etc.)  Participant feedback
						ESA 5 Documentation Form Dakota Step Results